| **Student Name:** Lucas |
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| **Motion**: THW ban violent video games |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | **3** | 4 | 5 |
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| Student offered and/or accepted a point of information relevant to the topic. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | N/A | 1 | **2** | 3 | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student ably supported teammate’s case and arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student applied feedback from previous debate(s). | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for child of that level. | | | | | | |
| Teacher comments:   * I think you need to make sure that your optics are solid when you start to speak; you can’t afford to start with a tone that is soft and not very compelling. * I think you need to give me way more hand gestures and eye contact! * For the argument, you need to be aware when you are going to explain something that doesn’t seem that intuitive (E.g., that video games will cause you to beat something up.) You wanna make sure that you answer all the base questions first; like how do video games work? Are they super addictive? Does that addictiveness then add to how people perceive violence? * I think you need to make sure that you are following the CREI formula (Claim - Reasoning - Example - Impact.) * Good impact analysis! Tell me about the likelihood of this happening. (Re: People becoming more violent.) * Overall, focus on these things; **weighing, reasoning by adding more layers, and tones.**   Speaking time: 03:06.67, good work! Lets aim for 4 minutes next week. | | | | | | |

| **Student Name:** Aiden |
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| **Motion**: THW ban violent video games |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | **2** | 3 | 4 | 5 |
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| Student offered and/or accepted a point of information relevant to the topic. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | **2** | 3 | 4 | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student ably supported teammate’s case and arguments. | **N/A** | 1 | 2 | 3 | 4 | 5 |
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| Teacher comments:   * Nice wordplay in the hook; but that said, its way too extreme. * I think your rebuttals need way more work; you should be giving me multiple reasons for why your opponents' arguments are wrong! * I also think you could have targeted far more things in the argumentation of your opponents - the process for how people end up becoming desensitised, etc. * I like the argument about the impact on the economy; take it further! Tell me why the impact is super bad on the people, etc. * You need to speak for longer! This can be done via just adding more reasons and layers to each thing you do.   Speaking time: 02:20.82, lets aim for 3 minutes next time! | | | | | | |

| **Student Name:** Verena |
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| **Motion**: THW ban violent video games. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
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| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | N/A | 1 | 2 | 3 | **4** | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | 3 | **4** | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | 3 | **4** | 5 |
| Student ably supported teammate’s case and arguments. | N/A | 1 | 2 | 3 | **4** | 5 |
| Student applied feedback from previous debate(s). | N/A | 1 | 2 | **3** | 4 | 5 |
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| Teacher comments:   * Good hook! I think it's a bit long though - you may want to cut off your hook at around 15 seconds. * Good signposting! * Rebuttals   + Loneliness - Insignificant because it isn’t the only way for people to play games. Good! You should take this further to say that people can also pivot to new types of games; which takes out their economy argument! * Argument   + I think you have a strong rhetorical capability. I would really like you to experiment with more confident and or assertive tones!   + I think the argument of addictiveness is not unique to violent video games; could you perhaps tell me why these games are uniquely addictive?   + For the youngster argument, you need to make sure to give me some context first; which can be that youngsters today already have access to these games. Stores don’t check for age or care very much - which is why people who are impressionable end up playing them!   + You should impact this argument more; you gotta tell me how big of a mistake this is! If someone throws a punch because of video game influence, that ruins their life with a criminal record, etc.   Speaking time: 04:39.85, go for five minutes next time! | | | | | | |

| **Student Name:** Melody |
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| **Motion**: THW ban violent video games |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | **3** | 4 | 5 |
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| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student ably supported teammate’s case and arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
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| Teacher comments:   * Good hook and signposting! You need to start with a much higher energy though - you don’t have to be too formal.   Rebuttals   * I like the angle of people being watched over by their parents; tell me why parents are able to do this effectively though! * I think you need to make sure to target more than just the parents angle; there is the moral angle and the analysis on how this makes you violent. You must engage with that!   Argument   * It’s entertaining. I get this argument, but there are plenty of video games that are not violent and very entertaining. What is the unique aspect of violent video games that make it the most entertaining? * I think you have a good brain for arguments - but you need to follow the CREI formula first. This will give you a good base for where to start; for your next speech, I want you to push yourself to run some impact analysis and give me multiple reasons for why you are impactful!   Speaking time: 02:57.10, good work! Lets aim for 3:30 next time. | | | | | | |

| **Student Name:** Jay |
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| **Motion**: THW ban violent video games |
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| Teacher comments:   * You need to start with way more energy - I think your hook already pretty much took out the other speaker. . It's even more impactful if you have a sharper tone! * Good clarifications; try to take your opponents at their best though. Their best is that people truly gain some different entertainment value from these games; why does that not matter in comparison to the stuff you talked about? * I think you wanna make sure to explain to me the value of your material. I understand that it is important (to an extent.) but the question is, why is it more important compared to the other side's arguments? * You need to make sure that you are placing some effort in the performance aspect of the debate; put the paper down, use your hands for gestures, make some eye contact, and go loud! * Need more work on impact analysis! Tell me about the scale of your impacts, etc. | | | | | | |

| **Student Name:** Moses |
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| **Motion**: THW ban violent video games |
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| Teacher comments:   * You gotta start with a hook that is more stylistic than the one you had in this speech! Something that reflects the main value of your case, etc. * I understand the value of you talking about just how many people are impacted by violent video games; but, why before the clashes though? If you’re framing, make sure you tell the judge what your thinking is and how this links to the overall debate. * I felt that this speech was spending time on things that didn’t quite need too much of a focus; so for instance, the meaning of a ban, etc. Didn’t quite move the needle in the debate! * When doing clash analysis, make sure to hype up yourself and your teammates - for example, when you were mentioning the likelihood of people becoming violent, recap all the reasons for why this would happen and also then explain why this is more true compared to your opponents! * Don’t admit that your source is bad!! Just explain the logic of your argument next time. * Clashes are meant to be resolutions versus just hitting out at the other side; I think you needed way more big picture weighing!   Speaking time: 05:35.61, nicely done! | | | | | | |